

# SPECIAL EDITION

A publication of the Indiana Principal Leadership Academy • A division of the Indiana Department of Education



## Examining the Impact of the Indiana Principal Leadership Academy

By Dr. Todd Whitaker  
*Associate Professor, Indiana State University*

The Indiana Principal Leadership Academy has acquired a well deserved reputation in Indiana and throughout the United States as being one of the most progressive and successful professional development opportunities for practicing school principals. Participants have consistently shared that it is the best educational experience they have had as a principal and that it has led to more effective practices in their schools. As you may be aware, there have been several previous research efforts which have verified the success of the Academy. You may not know however, that there is a current study taking place regarding the impact of IPLA on the participants' schools.

The importance of the principal to a school is clear. Research has consistently shown that the principal has the primary role in school improvement (Stronge, 1993, Keller, 1998, Edmonds, 1979). However, measuring the impact on the school as the leader improves can be a more challenging task. In order to accomplish this, a three-year longitudinal study is currently being conducted involving IPLA Group 31 to determine the influence of the Academy on the principal and on their schools.

Four areas are being examined: Principal Effectiveness, School Culture, School Climate, and Instructional Leadership Style. The principal effectiveness, school culture, and school climate data are being acquired by asking teachers in each of the Group 31 schools to complete valid and reliable instruments in each of these three areas. The leadership style information is gathered using a self-assessment inventory.

Each of the four instruments are normed, which will allow for the comparison of Group 31 and individual schools to the nation.

### Principal Effectiveness

The relationship between the Indiana Principal Leadership Academy and principal effectiveness is obvious. Specifically measuring the growth of IPLA participants in this area is very important. By gathering data over three consecutive years, we will be able to measure any change or growth in the principals from before they started IPLA, during their participation, and upon completion of the Academy. The principals will have an opportunity to reflect on their performance individually and the group data will be examined for trends.

### School Culture and School Climate

Educators are well aware of the importance of school culture and climate and that they are greatly intertwined. Researchers have identified the school culture as being an important element of a school's overall effectiveness (Schlechty, 1997, Sweeney, 1986, Stolp, 1996). Bulach and Malone (1994) have been among many who have identified the principal as a major factor in determining the culture of the school.

Keefe, Kelley, and Miller (1985) state that in order for a school to be productive, a number of elements must be present. The two most essential elements are: 1) A positive school learning climate, and 2) A principal who supports the establishment and maintenance of this climate. It then follows that as a principal improves, so would the climate of the school which they lead. Having the opportunity to examine the trends of the school climate and culture over a three year period will enable us to monitor the impact that the IPLA program can have on the school, staff, and the students of these Hoosier schools.

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## Examining the Impact of the Indiana Principal Leadership Academy

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### Instructional Leadership Style

One of IPLA's "Principles for Principals" is "People Improve Before Programs Improve." In order to examine the individual, self-directed growth of Group 31 principals, each participant was asked to complete an Instructional Leadership Inventory. Though there are some inherent limitations in a self-reported instrument, one of the consistent focuses of IPLA is self-reflection. This inventory will allow participants to examine their own perspectives of personal leadership style while providing for an analysis of the overall longitudinal changes of Group 31 leadership styles.

### Results

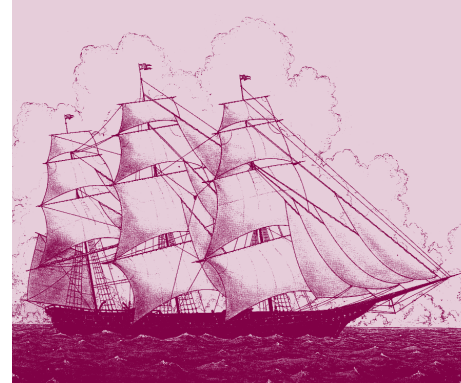
IPLA's willingness to pursue an involved three-year study re-emphasizes their commitment to continually work to improve their programs for Indiana's principals and schools. This dedication to excellence will allow for specific examples of improvement in the schools of IPLA participants. Examining the growth of leaders in the areas of principal effectiveness and leadership style will be an essential piece of IPLA's future vision. Having feedback on the effect of the principal on school climate and school culture is a valuable.

The results of this study will be disseminated as they become available to IPLA participants, in this newsletter, in national publications, and with our constituents. The data from year two of the study has been gathered and is being analyzed.

The participation of Group 31 has been invaluable and will allow for the continued refinement of IPLA. This will benefit principals throughout Indiana, but more importantly, benefit the students in all of our schools.

*(More detail from this study will be available on IPLA's web site at: [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla).)*

## LEADERSHIP



### Crisis Planning and Management

*By Jane Ellen Boultinghouse, Group 4 Principal, College Wood Elementary, Carmel*

Dealing with a crisis has been an important issue for many educators recently, and we have learned the problem must be dealt with proactively. I have never seen a nation that was so touched by one incident and had an impact on all our schools. This crisis that happened in another state has caused many schools to reflect on what would we do if this happened here in Indiana.

Dr. Suellen Reed has set a goal this year that all schools in Indiana have an Emergency Preparedness and/or Crisis Plan. You realize how important this is when it happens to you. At College Wood, we have been in a "lock-down" situation twice in the last four years. It is something you think you will never experience, but you want to be proactive and have that plan in place if it ever does. Our school counselors wrote our elementary Crisis Plan. We met in our buildings to decide who were the key people we needed to contact, and how to train our staff. Training and updating the staff is very important. Remember, even substitute teachers need to know guidelines. Plan and review the plan each year, each semester, and update your crisis plan. As an administrator, have a plan at school and at your home. You never know when you might be receiving the call.



## 10th Annual IPLA Alumni Winter Conference "A Decade of Excellence"

Featuring Dr. Tim Lautzenheiser  
and other IPLA Classic Presenters  
January 31-February 1, 2000  
Sheraton/Westin, Indianapolis





Our Crisis Plan also deals with death of students and staff members. We, as a school family, have experienced the death of our school secretary, a bus driver that was killed in an automobile accident, and a suicide of a junior high student that had been in our elementary school. The one thing I have learned in all of these situations is that time for debriefing is necessary. We think, as adults, we can handle almost anything. You will find out when you deal with people that you care about and love, it will affect you. Everyone needs to be able to talk, to discuss, and to listen. Remember, the counselor also needs time to mourn and be a part of the group. The building of trust and the "family--like" atmosphere does not just happen. We, as administrators, have to work at this and always look for ways to improve the climate and culture in our buildings.

After our last incident, I learned how important it was for our students to feel safe and secure. Our superintendent asked if we would send teachers on the buses to ride home with the students. It was a great idea, and one that was put into our plan. The students felt better, as well as the parents and the bus driver.



If you do not have a plan of action and emergency preparedness, work with others to get it down. It will be a benefit to all and will help in a time of need. I hope and pray that you will never experience the need of it. You remember the IPLA philosophy - "As good as we are, we can get better."

## COMMUNICATION



Another school year will begin soon but this year will be different from all previous years. This is the school year that will culminate with the graduation of the class of 2000. They will be the first class to graduate under the law requiring students to demonstrate competencies in language arts and mathematics, in addition to other requirements for graduation. It is very important that all principals review the three ways to earn a diploma. Students at all levels, and particularly high school students and their principals, will need to be supported by administrators from all schools. What you know and share can help all of us do our jobs.

### Three Ways to Earn Diploma

Educators, parents, students, and community members need to know that students may meet the GQE requirement in one of three ways. They are:

- Meet the standard in English and mathematics on the GQE;
- Successfully appeal the results of the GQE if students have mastery of the material, but did not demonstrate that mastery on the GQE; or
- Complete Core 40, a series of academically rigorous courses, with a grade of C or higher in the directed and elective Core 40 credits.

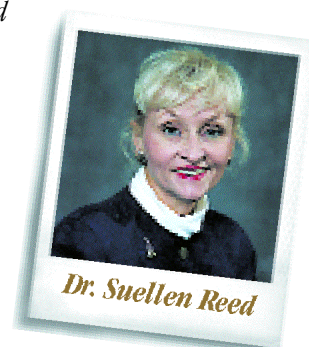
### The Appeal Process

To meet the appeal process criteria, a student must:

- Participate in remediation opportunities offered by the school;
- Take the test in the subject area(s) that the student has not passed at least once every year after the year in which the student first took the exam;
- Maintain a 95 percent attendance rate (not including excused absences);
- Maintain a C average in the courses comprising the 22 credits specifically required for graduation;
- Show, through classroom work or other tests, Grade 9 proficiency in English and mathematics, and obtain a written recommendation supporting the request for an appeal from a teacher of the student in the subject area(s) in which the student has not achieved a passing score, and concurrence of the principal [In the case of special education students, this is to be the teacher of record, in consultation with a teacher of the student in the subject area(s) in which the student has not achieved a passing score, and the student's case conference committee will determine if the student has met the criteria.]; and
- Complete all other requirements for a high school diploma.

## Understanding Exam and Appeals Process Vital to Students, Teachers and Parents

*By Dr. Suellen Reed  
Superintendent of  
Public Instruction,  
State of Indiana*





It becomes vitally important that the school makes sure that the entire GQE process is heard and understood by members of the school board, teachers, parents, and students.

The principal and counselors are the most logical persons to convey this information, but they should be supported by the superintendent and governing body. Local governing bodies need to develop policies to assist principals in their implementation of the appeal process. They must be active participants, adopting policies that support and inform the community of the importance of standardized testing and the laws by which they are governed.

It is essential to understand the appeal process as it relates to the GQE. Students who have yet to pass the GQE should begin gathering materials to support an appeal. The appeal process is intended for students who have mastery of the subject matter, but who did not demonstrate that mastery on the GQE. There may be more appeals approved the first years of this process than there will be in succeeding years.

We continue to work at finding ways to improve the assessment process and to prepare students to master the subject material necessary to meet the standard in English and mathematics on the GQE. It is of utmost concern that the communications process not break down. Over the past four years, numerous activities have taken place to keep Hoosiers advised on the form and structure of the GQE. Newsletters, public service announcements, television shows, and over one million pamphlets and booklets have been shared with educators, parents, students, members of the media, school board members, and business and community organizations. These efforts along with others will continue throughout the 1999-2000 school year.

In the meantime, principals and teachers can continue to set a tone of collaboration, hard work, and assistance for students who

must still meet the GQE requirement. The key to achieving high expectations for all students is mirrored by the attitudes and hard work of those role models surrounding students at school, at home, and in their communities. We all want to do everything we can to help our

students have the best chances to fulfilling lives as we can give them.

### **Many Questions in Special Needs Area**

While the area of Special Education has evoked the most questions, there have been honor students who did not pass the test after two tries, who believed they would not receive a diploma. The Indiana Department of Education shares the expressed concern for students with and without disabilities and the future they will face in preparing for success and independence.

Many students with disabilities who are capable of demonstrating their knowledge of the essential skills have not participated previously in state-wide assessments. This has been a disservice to the students and their schools. They have not had the advantage of knowing their relative strengths and weaknesses, information that is essential in planning for the future. Some of these students have had limited experiences with any large-scale tests, and this type of testing provides valuable learning experiences for future life activities.

For a few of our special needs students, alternative assessment, still tied to the standards, is appropriate.

Setting higher standards and expectations, providing assessments with appropriate accommodations, and opportunities for remediation are all necessary for students with disabilities to be prepared for independence in the 21st Century.

### **The Best Teachers Are Needed**

Achieving Grade 9 skills is not easy for some students. They must work very hard. They also must have our best teachers helping, encouraging, motivating, and supporting them.

We must help overcome mind-sets that see only failure. We must teach in different ways to reach every student. We must teach the rest what we teach the best to prepare all of Indiana's students to live in, work in, and enjoy their communities as productive members of Indiana society.

If you would like additional information, please speak with your local school corporation's Test Coordinator or contact the Indiana

Department of Education toll free at 1-888-54ISTEP (1-888-544-7837). Information on ISTEP+ and the Graduation Qualifying Exam also is available at the Indiana Department of Education web site at <[www.doe.state.in.us](http://www.doe.state.in.us)>.

**The appeal process is intended for students who have mastery of the subject matter, but who did not demonstrate that mastery on the GQE.**

**Many students with disabilities who are capable of demonstrating their knowledge of the essential skills have not participated previously in state-wide assessments.**



# A Guide to IPLA

By Deb Lecklider

Executive Director, IPLA

In its first decade of service, the Indiana Principal Leadership Academy (IPLA) received national recognition as a model of excellence for its work with school principals. As we enter into our second decade, the IPLA staff has made a strong commitment to continue serving school communities with innovative and quality professional development. Because of our desire to provide comprehensive services to Indiana schools, we wanted to begin the 1999-2000 school year with a brief overview of the Academy.

## Mission Statement

"The Indiana Principal Leadership Academy is committed to strengthening the leadership of principals. Focusing on people, the Academy provides innovative and uncompromising quality services for educational leaders to improve school communities."

## Overview of the Indiana Principal Leadership Academy

The Indiana Principal Leadership Academy is an organization whose mission is one of servant leadership and exists for the purpose of providing professional development for Indiana's public school principals. In response to research indicating that the principal's role is critical in producing effective schools, the state recognized the value of supporting such an Academy. Funded through the Department of Education and initiated by House Enrolled Act 1236 in 1986, the Academy has over 1600 graduates and current participants.

IPLA is a practitioner-driven program which encompasses four major themes: Leadership, Communication, Culture, and Programs. Principals attend eighteen session days over a two-year period with fifty members of a cohort group. The principals who attend the Academy are from every part of the state representing K-12, urban and rural, male and female.

## The IPLA Team

As reflected by our new Special Edition masthead, IPLA focuses on people. One of my favorite quotes by John Wooden says . . . "The main ingredient of stardom is the rest of the team," and I have been very fortunate to work with one of the best teams in Indiana- the IPLA team. Our team is committed to serving school leaders, and we look forward to providing assistance to you and your school.



### Debra Lecklider

Executive Director  
dlecklid@doe.state.in.us  
317-232-9004

### Jack Parker

Associate Director  
japarker@doe.state.in.us  
Responsibilities include: Alumni Association, Blue Ribbon Design Team, Alumni Winter Conference, IPLA Communications (Special Edition, Website, Brochures, List Servers) Regional Meetings, Technology



### Kelly Hannon

Program Director  
khannon@doe.state.in.us  
Responsibilities include: Regular Academy (including facilitator training and curriculum planning), Educational Leadership Academy, Summer Team Building Institute

### Maranda Cooper

Program Coordinator  
mcooper@doe.state.in.us  
Responsibilities include: Coordination and logistics for all IPLA events.



### Cynthia Stepp

Administrative Assistant  
cstepp@doe.state.in.us  
Responsibilities include: Budget, Alumni Association accounting, (claims/bills)

### Secretary

(Currently interviewing applicants for this position) Responsibilities include: Applications/ Membership Data Base for the Academy, Receptionist, CRU's, Evaluations, Typing

## IPLA Initiatives and Services

### Regular Academy

The Academy is currently enrolling principals in Groups 36 and 37. (Groups 1-30 graduates, 31-34 active, 35 full.) To receive an application, please call 317-232-9004 or download an application from our website: [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

### Summer Team Building

Team Building Institute for Principals and their teams to be held at the Seasons Lodge & Conference Center, Nashville, Indiana, June 12-15, 2000. Due to this year's anticipated growth, when you receive registration forms later in the school year, send them in as soon as possible.

### IPLA Alumni Association

The IPLA Alumni Association exists for all graduates of the Academy and serves as an extension of the regular Academy.

- The Alumni Association sponsors an Aspiring Principal Scholarship program which totals five scholarships per year.
- The 10th anniversary IPLA ALUMNI WINTER CONFERENCE will be held January 31-February 1, 2000 at the Sheraton-Westin (former Radisson.)
- The Alumni Association sponsors Regional Roundtables with varying topics such as special education, school law, school safety, etc.

### Educational Leadership Academy

The Educational Leadership Academy will be an extension of IPLA and will be designed to serve teams of leaders from schools or corporations. A fall "Think Tank" will be established with implementation by next summer.

### Blue Ribbon Design Team

In September of 1998, a group of people assembled to take a global look at the Indiana Principal Leadership Academy and the future of school leadership.

- The team consisted of outstanding leaders in the state: principals, superintendents, central office directors, higher education representatives, state legislators, educational consultants, business and agency executives, and representatives of the Department of Education.
- The purpose of the BRDT is to create a vision of school leadership remembering, "As good as we are, what would it take to make us even better?"

### Communications

- All principals and superintendents in the state are mailed an issue of our Special Edition newsletter approximately four times per year.
- IPLA is very proud of our website: [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla), which contains valuable information regarding Academy initiatives.
- One of the most frequent comments we receive from participants is their appreciation of "network" time with other administrators. Today's technology has provided principals with a wonderful tool to network on a continuing basis through the use of a List Server. A List Server is a way to share and solicit information using e-mail. If you have an e-mail account, you have everything you need to become a member of IPLA's List Server. To sign up for our List Server, please visit our website.

## 1999-2000 IPLA Alumni Association Board Members

### Group 1 - Scott Turney

Superintendent, New Harmony Schools

### Group 2 - Steve Kaiser

Assistant Superintendent, Fayette County School Corporation

### Group 3 - William Isaacs

Principal, Lewis Cass Jr/Sr High School

### Group 3 - Bob McDaniel

Principal, Stony Creek Elementary School

### Group 4 - Roger Micnerski

Principal, Pleasant Grove Elementary School

### Group 5 - Denny Ramsey

Principal, Shelbyville Middle School

### Group 6 - Kathleen Placke

Principal, Batesville Primary School

### Group 7 - Thomas Mellish

Principal, Sugar Creek Elementary School

### Group 8 - Van Bailey

Principal, Huntington North High School

### Group 9 - Leslie Hassfurther

Principal, Pittsboro Elementary School

### Group 10 - Angie Artis

Principal, Clinton Young Elementary School

### Group 10 - Jim Conner

Principal, Coulston Elementary School

### Group 10 - Denis Ward

Principal, Mount Vernon High School

### Group 11 - Don Setterlof

Principal, Cherry Tree Elementary School

### Group 12 - Darwin Overpeck

Principal, Swanson Highlands Elementary School.

### Group 13 - Warner Michener

Principal, Hope Elementary School

### Group 14 - Irene Eskridge

Director of Personnel and Community Relations, Elkhart Community School Corporation

### Group 15 - Mary Jo Kinnaman

Principal, Maplewood Elementary School

### Group 16 - John Waymire

Principal, Granville Wells Elementary School

### Group 17 - Al Mihajlovits

Principal, Southridge Middle School

### Group 18 - Andrew Glentzer

Principal, Hartford City Middle School

### Group 18 - Marilyn Sudsberry

Principal, Forest Dale Elementary School

### Group 19 - Troy Watkins

Principal, Greenwood Northeast Elementary School

### Group 20 - Cathy Dyer

Principal, Mary Evelyn Castle Elementary School

### Group 21 - Eileen Baker

Principal, Richmond High School

### Group 22 - Larry Norris

Principal, John W. Kendall Elementary School

### Group 25 - Ken George

Assistant Principal, Franklin Central High School

### Group 26 - Barbara Bergdoll

Principal, Dennis Middle School

### Group 26 - Jim Snapp

Principal, Doe Creek Middle School

### Group 29 - Denise Buckingham

Principal, Shawswick Jr. High School

### Group 30 - Caren Prow

Assistant Principal, Portage High School

### Facilitator Representative - Bill Duke

Principal, Carmel High School



# PROGRAMS



Remember when your mom made you drink a glass of milk before going to bed to help you sleep? She was right. Consuming dairy products increases the neurotransmitter melatonin in the body and helps one to fall asleep. Drinking warm milk speeds up the process.

Still skipping breakfast? Don't! The brain needs 180 grams of carbohydrates per day. Eating breakfast - even a banana and piece of bread - reduces the risk of making errors throughout the day.

Pierce Howard, the author of *The Owner's Manual for the Brain*, draws upon the latest research of the brain and applies it to everyday life. Fun facts throughout each chapter are engaging, informative, practical, and user-friendly to parents, educators, and just about anyone. This owner's manual is not for scientists but for the common person who wants to know more about brain research and what to do with the information learned.

Twenty-seven chapters and 396 pages can be read in a couple of hours. Each chapter begins by introducing the latest brain research on specific topics. Each chapter ends with practical everyday applications that are informative and easy to understand.

Educators will especially find this book useful in applying strategies that influence learning and development.

What's the scoop? Chapters focus on topics such as . . .

- catching up on how the brain works and the latest research findings;
- how the female brain is networked differently than the male brain;
- getting along with the opposite sex;
- growing old;
- nourishment and sleep;
- chemicals and consequences;
- getting rid of headaches;
- personality traits;
- emotions and intelligence;
- the brain and performance improvement;
- motivation and stress;
- brain messages and using the five senses at work;
- memory, creativity, and problem-solving;
- techniques for acquiring knowledge;
- enhancing memory;
- helping learning happen;
- getting creative juices to flow;
- how we view the world;
- communication

Helpful appendices include a brain food section, exercises for the brain, introvert-extrovert test, a guide to evaluate the intelligence of an interviewee, a personal checklist for intelligence behaviors, and a self-evaluation of learning practices.

## The Owner's Manual for the Brain

Everyday Applications from Mind-Brain Research by Pierce J. Howard, Ph.D.  
ISBN 0-963638904

*A book review by Becky Shermis, Group 31  
Assistant Principal, Hamilton Heights  
Elementary School*



## Fun facts to find, search and ponder in “The Owner's Manual for the Brain”

The more we use our brains as we age, the higher our performance level stays - our brains stay denser the more we use them. Don't retire the brain when you retire!

Performance continues to improve with age among those who use their brains, while it declines among those whose brains retire when they retire from their jobs.

Make it a personal goal to learn something new continually. Once you've mastered it to a point where it is routine, it's time to learn something new.

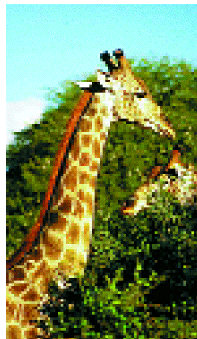
Students tend to learn more when they are given some warning or advance notice about what they are to learn. Keep using those procedures and agendas.

Reducing normal food intake by 40 percent results in a 20 percent longer life span.

Aerobic exercise is best. One study showed walkers with much higher scores on mental ability tests, while weight lifters showed only small gains.

As we age, the number of items we can associate to a particular memory chunk dramatically increases. So, while we may take longer. . . the likelihood of accurate recall increases.





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## **Indiana Principal Leadership Academy**

Room 229, State House  
Indianapolis, IN 46204-2798

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**Sept. 8-10  
& 20-21**

Academy Sessions  
Sheraton/Westin, Indianapolis  
Groups 31 & 32 (9/20-21)  
Group 33 (9/9-10)  
Group 34 (9/8-10)

**Sept. 27**

Blue Ribbon Design Team  
Radisson City Centre Indianapolis

**Oct. 15**

IPLA Alumni Board Meeting  
Indianapolis Zoo

**Jan. 31-**

10th Annual IPLA Alumni

**Feb. 1, 2000**

Winter Conference  
Sheraton/Westin, Indianapolis

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